

# Roman Road SEF 2017 – 18

1. Response to targets set in SEF 2016-17
2. Attainment and Progress. Data from summer 2017
- 2b Pupil Premium
3. Quality of Teaching and Learning
4. Leadership and Management
5. Behaviour and Safeguarding
6. Moral, Social, Cultural, Spiritual Development
7. SEN/Inclusion
8. Extended School Services and Community
9. Attendance
10. Sport Pupil Premium
11. Pre School facility
12. Curriculum
13. Whole School Next Steps 2017-19
14. Response to OFSTED 2013
15. Parents Questionnaire July 2016

Appendix  
Action Plan for improving higher order reading

This document cross references and has links with Raise on Line; Pupil Progress Reports; Co-ordinator files; Performance Management / appraisal documents; School Governor Reports: School Development Plan; Coordinator Action Plans; parent questionnaires, additional SATs analysis Y2 and Y6

## SECTION 1 Responses to SEF priorities 2016-17

### Target - to improve KS2 SATS results for Grammar

	<b>Expected +</b>	<b>Greater Depth</b>
2015 16	81%	19%
2016 -17	90%	39%

An increase of 20% in pupils achieving Greater Depth for Grammar

An increase of 11% in pupils achieving Expected or better in Grammar

Reasons for this improvement include:

- To address teaching and learning in Grammar we have had CPD in ‘grammar development’ in each year group.
- To identify weaknesses and strengths in teaching and learning we have incorporated termly assessments using Rising Stars
- We identified where investment in resources is required and sourced Grammar books and workbooks across the school
- To attain whole school improvement we ensured that writing and grammar were focused upon during all literacy on during literacy observations.

### Target - Promote, develop new AHTs for teaching and learning across school

- Our AHT who leads on teaching and learning for literacy went on a Senior Leaders course...
- To improve standards and expectations our two AHTs leads teaching and learning were paired with the DHT to improve their in carrying out lesson observations, giving feedback and in monitoring book and plans.
- Both AHTS have been supported and advised in writing reports following Pupil Progress meetings. They are now experienced in including analysing and interpreting data; in providing commentary alongside data and in identifying whole school, cohort and individual target.
- Both AHTs have had the opportunity to take lead roles in Leadership meetings. They have been able to present their reports (see above) and discuss the strengths, weakness and intervention requirements in their subjects.
- Both AHTs have been given the opportunity to source and introduce new projects and initiatives into school.

### Target

### **To improve the teaching and learning of guided reading**

**This is an ongoing target.** In 2016-17 the following initiatives were introduced. They are to be consolidated in 2017-18 moved the school forward. Teachers have received INSET on teaching guided reading. Coordinator observes and monitors guided reading teaching through learning walks.

- In Years 1 and 2 all children read to an adult at least once a week. In Year 3 and 4 a TAs listen to lower ability children read on a rota basis
- Reading journals with reading targets have been given out to create stronger home school links.
- The Literacy coordinator and Year 2 teacher attended a reciprocal reading course and disseminated details and strategy to other staff.

**(See - interim Action Plan attached)**

### **Target**

#### **Consolidate use of 'Learning Walks' for ICT, Science, History /Geography**

To improve standards and quality of teaching and learning for Science, History and ICT we have introduced the following measures:

We now have a yearly timetable for Learning Walks. They are carried out by the coordinators and DHT/AHTs. Feedback is given to individual teachers, followed up by feedback to all teachers. The programme of Learning Walks has allowed us to make the following improvements:

- ICT strengths and improvements: differentiation was identified as a weakness. Training was delivered by coordinator and improvements were seen.
- Science strengths and improvements: More practical and research skills were identified as a weakness. Coordinator wrote a series of training sessions for staff to encourage development of these skills and practises. Coordinator has modelled lessons to teachers that showed 'weaknesses in knowledge and delivery.
- History/Geography strengths and improvements: Resourcing and historical visits were identified as a particular area for development. The coordinator carried out a resourcing audit and began to order new resources. The new coordinator is continuing this as well as supporting teachers.

#### **Target - Develop a new method to track the progress of 'skills' in all subjects**

We implemented this target in 2016-17 and look to develop and consolidate this practise in 2017-18. English and Maths skills progress is to be monitored by AHT's on a termly basis. This is based around taking current and previous work samples and assessing progress against specific skills and end of year expectations. In all other subject, coordinators have created tracking sheets that are completed after each unit. Coordinators will monitor and moderate these to ensure accuracy and consistency.

The intended impact of these measures is to ensure that pupils are making progress and gaps in learning are identified and closed swiftly. This information also informs subject coordinators and the leads for SEN and Curriculum

**Target - Use new Raise on Line format and Fischer Family data to support report writing ie SEF, SDP**

Teachers received training in understanding the new Raise on Line and Fisher family data. The HT and DHT have used these data reports to write the school SEF and inform the SDP. Data and analysis has informed target setting across the school, intervention requirements and forward strategic thinking. To further consolidate 2017-18

**Target – monitoring for non-core and science, ICT**

Subject leaders in non-core and science, ICT have monitored plans and books to identify strengths and areas to develop.

**SECTION 2 Data Summer 2017**

**Foundation Stage Good Level of Development**

	<b>Roman Road</b>	<b>National (provisional)</b>
<b>Good Level of Development, overall</b>	73.6%	70.7%

**Good Level of Development by Subject**

	<b>Roman Road Expected +</b>	<b>Roman Road exceeding</b>	<b>National Expected +</b>	<b>National above exceeding</b>
<b>Reading</b>	79.2	20.8	73%	
<b>Writing</b>	77.4	17	78%	
<b>Maths (number)</b>	77.4	20.8	78%	

Please see documents -children working below expected levels. In coordinators files: Interim Action Plan for any issues arising ie summer born children and EAL children

**Phonics Attainment Trend in Our School, Newham and Nationally**

Phonics Screening Test	2012 School	National Average	2013 School	National Average	2014 School	National Average	2015 School	National Average	2016 School	National Average	2017 School	Newham	National Average
<b>% of Year 1 children who achieved the required level</b>	68%	<b>58%</b> Newham Average <b>62%</b>	<b>77%</b>	<b>69%</b> Newham Average <b>76%</b>	<b>90%</b>	<b>74%</b> Newham Average <b>80%</b>	<b>85%</b>	<b>77%</b> Newham Average <b>83%</b>	<b>93%</b>	<b>81%</b> Newham Average <b>87.3%</b>	<b>88%</b>	<b>88%</b>	<b>TBA</b>

**Year 1 screening check - June 2017 result analysis**

**Total number of children who took check: 58 (22 Boy 36 Girls)**

Groups	Percentage
Boys achieving 32+ = <b>17</b>	<b>77%</b>
<b>Girls</b> achieving 32+ = <b>34</b>	<b>94%</b>
Pupils eligible for pupil premium achieving 32+ in both classes = 13 (All 13 children achieved 32+ )	<b>100%</b>

## Phonics Screening check Year 2 result analysis - June 2017

Total Number of children: **9**

Boys= 4                      Girls= 5

Total Number of Children Disapplied: 0

Total Number of Children who took the test: **9**

Total Number of Children who passed the test = 5

### KS1 SATs Results

	At or above expected Roman Road	At or above expected Newham	At or above expected National	Above expected Roman Road	Above expected Newham	Above expected National
Reading	<b>39/45 - 87</b> 89	78.0	75.7	<b>15/45 -33</b> 33	26.4	25.2
Writing T/A	<b>39/45 - 87</b> 84	73.3	68.3	<b>14/45 - 31</b> 31	18.8	15.6
Maths	<b>40/45 - 89</b> 89	79.7	75.2	<b>12/45 - 27</b> 33	26.1	20.5
SpAG	84			33%		
R,W,M	<b>39/45 - 87</b> 87	69.6	63.7	<b>10/45 22</b> 21.7	14.4	11.0
	97.8	82.7	82.7			

Figures in bold are revised from borough having added one pupil who joined RR 5<sup>th</sup> June

### Year 2 SATS Progress Data between Reception and KS1

	Percent making expected progress	Percent making more than expected progress
<b>Reading</b>	31/31 100%	14/31 45%
<b>Writing</b>	31/31 100%	14/31 45%
<b>Maths</b>	31/31 100%	9/31 29%

Above includes two pupils who were Below for both periods – commentary below:



## KS2 SATs Results

	<b>Reading Expected standard  100+</b>	<b>Reading More than expected  110+</b>	<b>Grammar  Expected standard  100 +</b>	<b>Grammar more than expected  110+</b>	<b>Writing  TA expected</b>	<b>Writing more than expected TA</b>	<b>Maths expected standard  100+</b>	<b>Maths more than expected  110+</b>	<b>Reading writing maths Expected</b>	<b>Reading writing maths  More than expected</b>
<b>49 children</b>	<b>91.8%</b>	<b>18.4%</b>	<b>89.8%</b>	<b>38.8%</b>	<b>91.8%</b>	<b>32.7%</b>	<b>93.9%</b>	<b>38.8%</b>	<b>87.8</b>	<b>12.2%</b>
<b>48 children one child disapplied</b>	94%	18%	90%	40%	92%	33%	96%	38%	90%	
<b>Newham</b>	72.4%	22.7%	83%	42.4%	81.4%	22.4%	81.1%	31.5%	66.8%	10.5%
<b>National</b>	71.4%	24.5%	76.8%	30.8%	76.3%	17.7%	74.8%	22.6%	61%	8.6%

### Roman Road against Newham KS2 attainment

	<b>28 Boys Exp+</b>	<b>28 Boys GD</b>	<b>10 Girls Exp+</b>	<b>20 Girls GD</b>	<b>SEN 9 pupils Exp+</b>	<b>SEN 9 pupils GD</b>	<b>WB 2 pupils Exp+</b>	<b>WB 2 pupils GD</b>
<b>R,w,m Roman Road</b>	89%	7%	90%	10%	67%	0%	50%	0%
<b>R,w,m Newham</b>	64%	9%	70%	12%	33%	2%	68%	10%
<b>Reading Roman Road</b>	96%	14%	90%	25%	89%	0%	100%	0%
<b>Reading Newham</b>	69%	21%	76%	25%	43%	9%	77%	27%
<b>Writing RR</b>	96%	32%	90%	35%	78%	22%	100%	0%
<b>Writing Newham</b>	77%	18%	86%	27%	48%	6%	77%	20%
<b>Maths RR</b>	96%	43%	95%	35%	78%	0%	50%	0%
<b>Maths Newham</b>	81%	33%	81%	30%	50%	11%	78%	29%
<b>Grammar RR</b>	93%	43%	90%	35%	67%	11%	50%	0%
<b>Grammar Newham</b>	80%	39%	86%	47%	51%	15%	78%	41%

**Boys and girls significantly above borough for Reading expected**

**R,w,m combined expected significantly above borough**

**Boys and girls significantly above borough for R, w, m combined**

### Mid Phase Joiners – Reading Progress 2017

Pupil	TERM OF 1 <sup>ST</sup> ASSESSMENT	LEVEL/SCORE	At/above/below after 1 <sup>st</sup> test	Y6 TA RESULTS	Y6 SATS	At/above/Below-SATS	PROGRESS/Increments
1	YEAR 3	1B T1	Sig below	EXS	34 106	Above	<b>Sig below to above - +3 increments</b>
2	YEAR 3	1B T1	Sig below	EXS	26 100	At	<b>Sig below to at - +2</b>
3	YEAR 3	1C T1	Sig below	EXS	32 104	Above	<b>Sig below to above - +3</b>
4	YEAR 3	1C T3	Sig below	HNM	22 97	Below	<b>Sig below to below - +1</b>
5	YEAR 3	1C T2	Sig below	HNM	-B	Sig below	<b>Sig below to sig below - 0</b>
6	YEAR 3	1C T1	Sig below	EXS	30 103	Above	<b>Sig below to above - +3</b>
7	YEAR 3	1C T1	Sig below	EXS	31 103	Above	<b>Sig below to above - +3</b>
8	YEAR 3	1B T4	Sig below	EXS	35 107	Above	<b>Sig below to above - +3</b>
9	YEAR 4	2A T2	Sig below	EXS	23 97	Below	<b>Sig below to below - +1</b>
10	YEAR 4	3A T2	Above	EXS	44 116	Greater depth	<b>Above to greater depth - +1</b>
11	YEAR 4	1C T2	Sig below	EXS	30 103	Above	<b>Sig below to above - +3</b>
12	YEAR 4	W T2	Sig below	EXS	32 104	Above	<b>Sig below to above - +3</b>
13	YEAR 4	2A T6	Sig below	EXS	40 112	Greater depth	<b>Sig below to greater depth - +4</b>
14	YEAR 5	4.8	Below	EXS	33 105	Below	<b>Below to above - +2</b>
15	YEAR 5	2.4	Sig below	EXS	30 103	Above	<b>Sig below to above - +3</b>

Increments are measured by the test results on entry to Roman Road to SATs results at the end of Year 6. The scales used are Significantly Below/Below/At/Above/Significantly Above. Therefore a child entering as 'Below' and attaining 'Above' at end of year 6 will have made +2 increment jumps of progress.

**From School Performance Summary 2016 – 17 - Progress in Reading, writing, maths against National**

<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Progress score +1.39	Progress score +4.43	Progress score +5.45
Average - Within middle 60% of schools in England	Well above average – within top 10% of schools in England	Well above average – within top 10% of schools in England

The data on the above table shows that Roman Road attained well above scores nationally (in the top 10%) for progress in maths and writing.

The data also shows that the reading progress was in the middle 60% of schools nationally. Mid phase joiners are not included in the schools progress score.

**Mid Phase Joiners**

We had 15 pupils who joined mid phase (mainly in years 3 and 4) who were all weak in English skills. This represents 15 / 60 pupils ie 32%. On entry these children were significantly below their age expectation and below the attainment levels of their peers. To address their barriers to learning and particularly reading and reading comprehension (as many joined us as EAL and some with no spoken English at all) and to help them make progress resources were put in place, and reading was prioritised.

The table below show the progress made by mid phase joiners for reading.

**Mid Phase Joiners - Progress of pupils who were not at Roman Road in year 2**

<b>Expected progress 1 or more increment</b>	<b>More than expected progress 3 or more increments</b>
14/15	8/15
93%	53%

This table show that the measures put in place were successful. This shows that 14 of the 15 mid phase joiners ie 93% made at least expected progress and more than half made more than expected progress in the shorter amount of time they were with us.

Measures and initiatives introduced and to be consolidated in 2017 – 18 are:

- Setting up a reading club for higher attaining children/ borderline children.
- Separating reading and writing and having specific coordinators for these areas,
- Introducing new, fully resourced guided reading scheme
- Once a week, comprehension to further apply their comprehension skills.
- Promoting reading for pleasure using the library and having books available to children in both KS1 and KS2 playgrounds.
- AHTs and coordinators are monitoring Guided reading weekly to ensure standards improve
- Setting specific targets that will be shared with parents.
- Reading workshop for parents, to help them understand comprehension skills and strategies to use to support their children.

(See coordinator action plan)

#### From School Performance Summary 2016 – 17 - Average scaled scores

	<b>RR</b>	<b>LA</b>	<b>National</b>	<b>RR against National</b>
<b>Reading</b>	105.9	104.1	104.1	+1.8
<b>Maths</b>	109.7	106.1	104.2	+5.5

#### From School Performance Summary 2016 – 17 - Progress in Reading, writing, maths combined

	<b>Roman Road</b>	<b>LA</b>	<b>National</b>	<b>RR against National</b>
<b>Expected</b>	<b>88%</b>	<b>67%</b>	<b>61%</b>	<b>+27%</b>
<b>GD</b>	<b>12%</b>	<b>11%</b>	<b>9%</b>	<b>+3%</b>

#### Roman Road, Newham and England KS2 scaled scores

	<b>Roman Road</b>	<b>Newham</b>	<b>National</b>	<b>RR against National</b>
<b>Reading</b>	105.9	104.1	104.1	+1.8
<b>GPS</b>	108.8	108.2	106	+2.9
<b>Maths</b>	109.7	106.1	104.2	+5.5

Self evaluation: Outstanding

## Section 2b Pupil Premium

### Curriculum Support and use of Pupil Premium

The Pupil premium money , helps us to offer after school and lunch time sport clubs free of charge for PP children We also run many intervention groups. These are outlined below.

The pupil premium funding allows us to have an additional teacher in year groups 1-6, allowing for smaller group teaching focussed at the ability and needs of particular groups of children. (We group by ability for English and mathematics).

These ‘additional teachers’ are then able to offer intervention teaching in the afternoons.

Mrs Clarke takes small groups of KS1 children to work mostly on numeracy and literacy intervention programmes, including phonics.

Ms Mahmood runs intervention mathematics groups for year 6.

Ms Aslam works on Literacy and Booster groups for year 6.

Ms Wood provides Mathematics, Reading and Writing intervention in year 5 and 6.

Ms Joseph works in the afternoons with our year 1 and 2 children using a one to one phonics programme. As you can see from our achievement in phonics, this is having an impact. She also provides additional literacy support for KS1 in the mornings and has a focus group of children to work with.

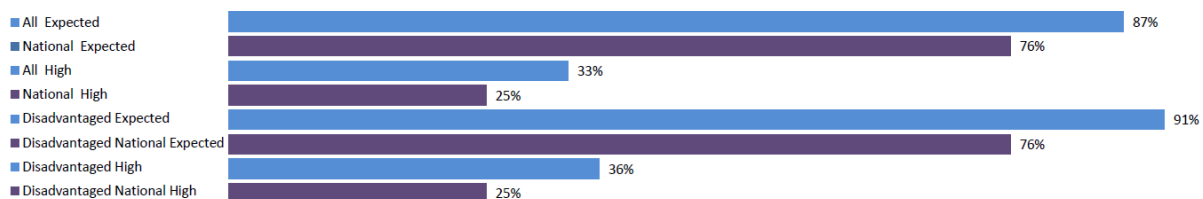
As mentioned above we have also introduced smaller teaching groups (based on attainment) in years 1, 2, 3, 4, 5 and 6. In addition classes that are identified as having greater levels of need, in terms of social/emotional will be allocated to work with the Learning Mentor. The aim will be twofold, removing barriers to help the children to flourish in the school environment both academically and socially.

Ms McCallum will now be running afternoon intervention programmes in Reception.

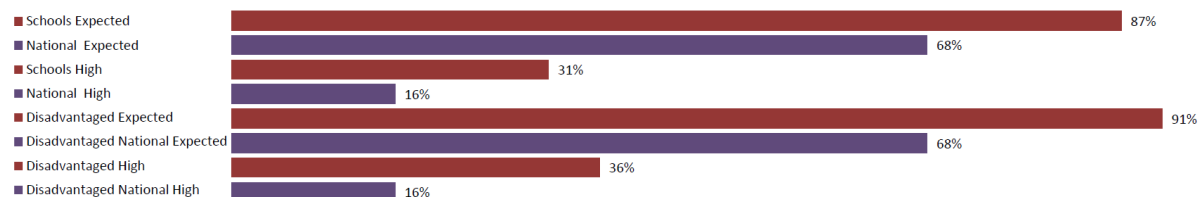
Much of the pupil premium money is spent in these areas and is having a significant impact on attainment.

Although we haven’t received figures for the present year, we have data for the previous 3 years which is highlighted below

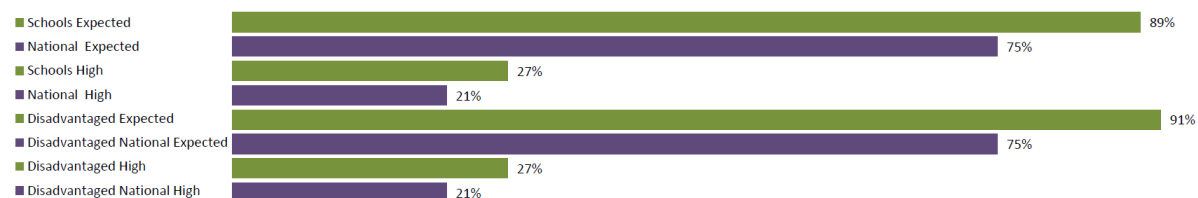
### Key Stage 1 Reading



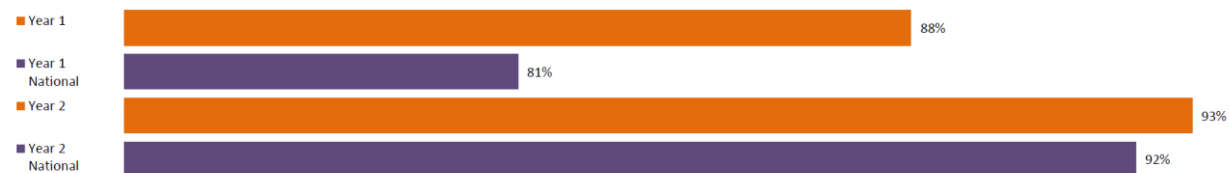
### Key Stage 1 Writing



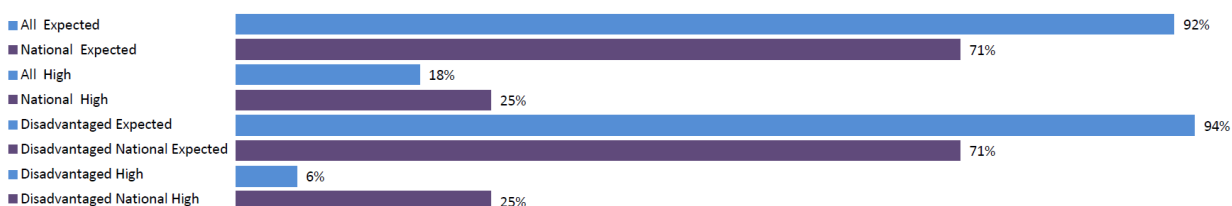
### Key Stage 1 Mathematics



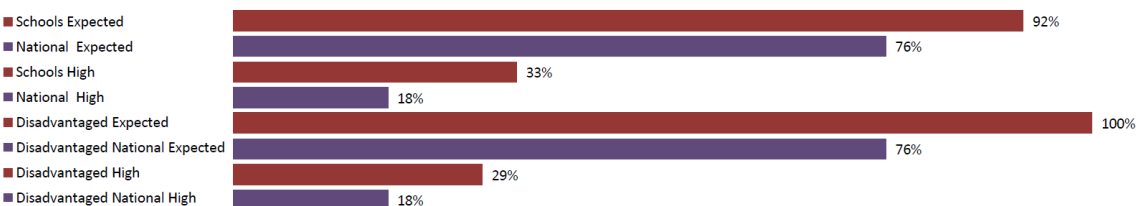
### Key Stage 1 Phonics

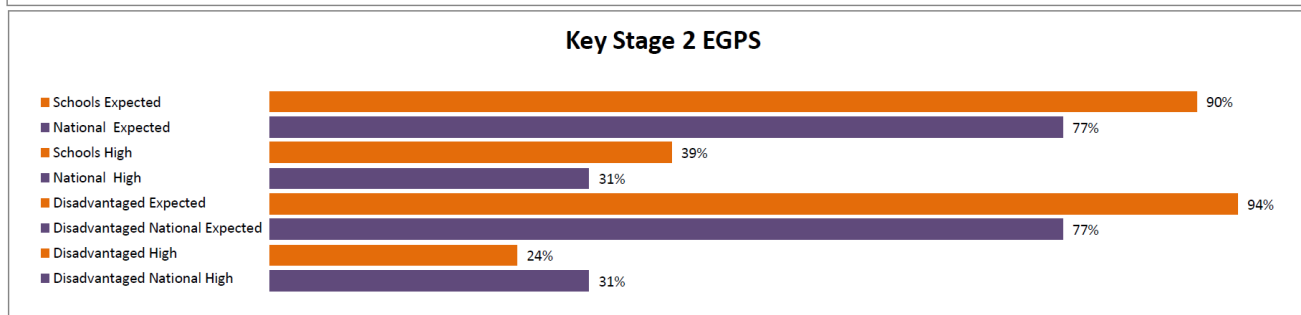
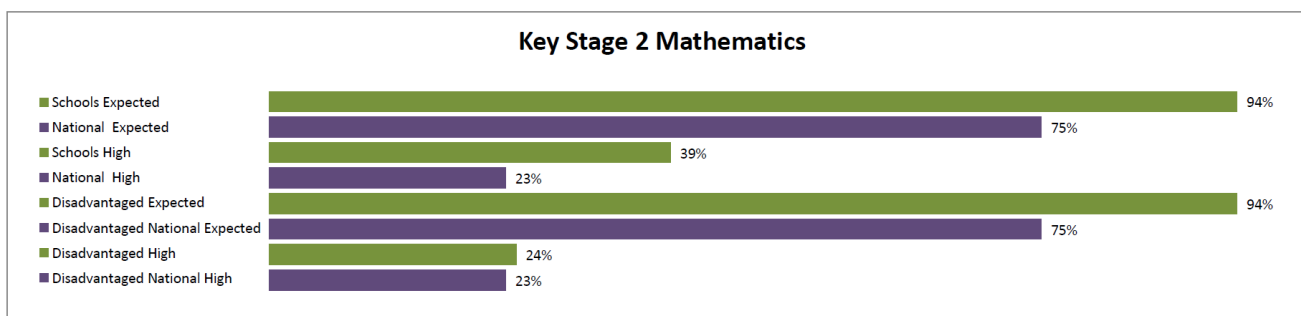


### Key Stage 2 Reading



### Key Stage 2 Writing





### Disadvantaged Pupils

13 pupils	School at	Nat at	School GD	Nat GD
<b>Reading</b>	94%	77%	6% 104.7	29% 105.4
<b>Writing</b>	100%	81%	29%	21%
<b>Maths</b>	94%	80%	24% 108.4	27% 105.3
<b>Grammar</b>	94%	82%	24% 107.5	36% 107
<b>r/w/m</b>	88%	67%	0	11%

Commentary on Disadvantaged pupils who did not meet Greater Depth for reading:

#### Reading

Pupils	Reasons for not achieving
1	Struggles under test conditions. KS1 assessment was from different school. He has big gaps in subject knowledge.
2	Struggles under test conditions. Missed considerable school year due to extended holiday in Bangladesh. Habiba referred to external councillor by GP.
3	Emotional issues- being seen by school councillor. Has issues with self esteem. Had issues with housing and as a result had to travel from further away. She also therefore had low attendance.
4	Elyas does not focus on reading and due to EAL issues doesn't understand higher order questions. Elyas suffers from a lot of pressure from home.
5	Renee has a lack of confidence and struggles to complete comprehension questions.
6	Aliyaan has recently gone through the loss of his father and cousin. This effected his attitude towards learning. Aliyaan is attending the school councillor.



### SECTION 3 – Teaching and Learning and Lesson Observation

	Maths	English	Maths/English	Other	Overall
<b>Good +</b>	30/33 91%	33/36 92%	<b>63/69</b> <b>91%</b>	4/4 100%	67/74 91%
<b>Outstanding</b>	4/33 12%	10/36 28 %	<b>14/69</b> <b>20%</b>	0/4 0%	14/74 19%
<b>Good</b>	26/33 79%	22/36 61%	<b>48/69</b> <b>70%</b>	4/4 100%	52/74 70%
<b>RI</b>	3/33 9%	3/36 8%	<b>6/69</b> <b>9%</b>	0/5 0%	6/74 8%

**Commentary:** All lessons observed as RI were followed up by repeat observations. All the repeat observations resulted in Good or better grades. There were more English Outstanding lessons than Maths. To address this, the new coordinator is implementing initiatives outlined below.

#### Next Steps-Maths

- School now following a new scheme of work (Lancashire Grid for Learning) from September 2017.
- New Calculation Policy
- Introduction ‘maths mastery’ - Co-ordinator/AHTs to team teach and support with planning
- Introducing a ‘times to climb’ (learning multiplication facts) system throughout the school to drive children to learn their multiplication facts (in light of testing for Year 4 in 2018/19).
- Reviewing maths targets. Focus will be on number (throughout the school). Coordinator to demonstrate and monitor.
- INSETs on planning new format, times to climb (multiplication facts) and mastery within maths. Also subject knowledge incorporating mastery
- AHT/Coordinator upskilling by attending courses focus – Bar modelling
- Maths Target: Number – place value, addition, subtraction, multiplication, division

#### Next Steps - English

- Setting up a reading club for higher attaining children/ borderline children.
- Separating reading and writing and having specific coordinators for these areas,
- Introducing new, fully resourced guided reading programme
- Once a week, classes will have a taught comprehension session.
- Promoting reading for pleasure using the library.
- AHTs and coordinators are monitoring guided reading weekly and team teaching to ensure standards improve

- Reading boxes for playtime
- Book week focus non fiction
- Develop how to edit writing
- Class targets for writing (individual for those who have not made progress)
- Creating more refined targets that will be specifically shared with parents.
- Training parents to read effectively with their children at home.
- Spelling course for coordinator in order to improve spelling strategies
- English Target: writing – punctuation and spelling. Reading - retrieval of information and developing skills of inference

**Appendix - See Action Plan to improve higher order reading**

**Self evaluation Outstanding**

## SECTION 4 - Leadership and Management

- Leaders and Managers have responsibility for standards in their subjects which they address through Next Steps Action Plans (see SDP)
- Leaders and Managers have monitored teaching and learning across the school
- Leaders and Managers have monitored planning in their subject
- Leaders and Managers have provided INSET based on school weakness identified in attainment and progress data, subject Action Plans, lesson observations and monitoring
- Performance Management is now linked to performance related pay targets (this incorporates lesson observation grades, pupil progress, whole school impact and meeting Teacher Standards
- All staff are aware of key priorities for 2017-18 for Teaching and Learning
- The Foundation Stage Coordinator has prioritised the management of the new Pre school and embedded new staff
- Leadership team meet formally once a week to address issues and next steps. Child Protection and assessment are also included in these meetings
- The Senior Management Team meet every two weeks to discuss standards in English, maths, FS and non-core subjects
- Good attendance by Governors at termly Governing body meetings, they work with the school to recognise success and look for improvements
- Governors attend school regularly. Help set school targets in reading writing mathematics, grammar and attendance. Attend assemblies etc
- Governors attend school most recently to audit single central record, safer recruitment and safeguarding procedures. Also annual audit.
- Governors watch lessons most recently in reception and year 6.
- Governors involved in training and analysis most recently with consultant to review school performance.

### Key Next Steps

- New FS lead to be supported and be provided with training for her role.
- English coordinators to support staff with training needs around new guided reading scheme
- Maths coordinator to support staff with training needs around new maths SOW
- AHTs (T & L) to support ICT and science coordinator
- Focus on quality of books – non core
- AHT support and coach new NQT coordinator
- AHTs to support maths, reading, writing leads (new roles)
- Focus on monitoring progress in maths, writing/grammar termly
- AHT ensure consistency for presentation and marking in books
- AHTs to support new FS lead
- Develop distributive leadership
- Governors skills audit

**Self-evaluation: Outstanding**

## **SECTION 5 - Behaviour and Safeguarding**

### **Behaviour**

- We encourage pupils to reflect on both their own behaviour and the behaviour of their friends.
- All staff model appropriate and courteous behaviour with each other and with pupils.
- Parents are fully informed of behavioural systems and they are made aware of unacceptable / good behaviour.
- We employ a specialist teacher and a councillor to work with children with behavioural and emotional needs and to improve social wellbeing.
- Pupils show respect for each other ie holding doors for others, and demonstrating good manners
- Pupils are supportive of each other in lessons and behaviour of all groups around school is good.
- Pupils and parents know that the school do not accept discrimination, racism or bullying.
- The school has a robust anti-bullying and behaviour policy. Children have a good understanding of what bullying is and how to deal with it. We use anti bullying strategies, assemblies. PSHE, the curriculum and SEALS to promote anti-bullying. Lunchtime cover is provided by TAs which ensures consistency of standards and familiarity for pupils.
- Senior leaders in the playground at the end of the day are highly visible.
- Reward assemblies weekly promote good behaviour
- We run daily lunch time sports clubs for pupils who have difficulty interacting and playing responsibly, during the lunch hour. As a result of this there are fewer behavioural issues at lunch time and these pupils are learning how to behave better with peers and to follow instruction
- The lunch time sports clubs are also for our pupil premium children. Playground markings in KS1 playground have helped pupil's creative and interactive play. It has supported with turn taking skills.
- The lead for behaviour provides a 'reward' day each term for children who have not received any consequences.

### Whole year data

	Sep 14 – Jul 15	Sep 15 – July 16	Sep 16 – July 17
<b>Rewards 3 / 4</b>	1,887	1,988	1,692
<b>Consequence 3 / 4</b>	298	261	386
<b>Reward 5</b>	154	151	262
<b>Consequence 5</b>	10	3	5

### Three year trend for total of rewards and consequences

	2014-15	2015-16	2016-17
<b>Rewards</b>	2,041	2,139	1,954
<b>Consequences</b>	308	264	391

Rewards continue to significantly outweigh consequences.

#### Perfect behaviour (no consequences across the whole year)

Sep 2015 - July 2016	36 pupils
Sep 2016 - July 2017	42 pupils

### Safeguarding

- We have a Safeguarding team of three
- The HT, SENCO and Learning Mentor also have daily input into CP and Safeguarding issues
- Our Learning mentor is part of the CP and provides pastoral and administrative support
- We have a Governor lead for Safeguarding who also works in school
- We keep comprehensive CP records
- We have an ECM meeting to discuss all vulnerable children termly
- The CP team is experience in liaising with and have close links with external bodies such as Families First and Social Care
- The CP are well practise in making CP referrals and seeking appropriate and effective advice

- This school year staff have receive training around FGM, CSE, PREVENT, British Values and school policy and procedure
- All staff knows exactly how to report a CP concern.
- All staff have read and signed key policies eg Keeping Children Safe in Education, school CP / Safeguarding Policy, school Code of Conduct policy, school Acceptable use agreement and policy
- All staff have signed the disclosure by association declaration
- Governors trained regularly ( next is due Dec 2017)
- Governors monitor processes.

The Annual Report to Governing Body (and Local Authority) was signed and ratified by the Chair of Governors November 2017. This contains in depth details around amongst others the following key Safeguarding areas: Safer Recruitment, training, information given to parents, single central record, recruitment and selection, school site, curriculum, allegations, referrals and multi-agency working

### **Key Next Steps**

#### **Behaviour and Safeguarding**

- School Councillor to be increased from 1 to 1.5 days a week, to meet with the needs and amount of children identified as requiring professional support with social, emotional or behavioural issues
- To make greater use of Early Help Records and attend training for Early Help
- To provide training for TAs in PEVENT / British Values / FGM / CSE
- To provide training for school Governors for PREVENT, British Values, CSE, FGM
- To appoint a second school Governor with responsibility for CP/Safeguarding

**Self- evaluation Behaviour and Safeguarding:** Outstanding

## Section 6 - Moral, Social, Cultural, Spiritual Development

- In class teachers promote SMCS as normal part of school life ie teachers promote class rules, good manners, a positive attitude, tolerance and understanding and sensitivity to others.
- Circle time resources added and used effectively within classes, and showing a positive impact on communication and behaviour within the school.
- British Values has been promoted within the curriculum and samples of work have been collected as evidence.
- High moral standards are promoted and adhered to across the school. Pupils understand the difference from right and wrong and demonstrate this at school.
- For assemblies, PSHCE and RE we use SEALS materials. We use circle time to develop pupils' self-confidence and respect of others.
- Teachers follow up with questioning to make learning more meaningful and personal.
- Staff have been trained and supported with teaching P4C Philosophy for Children and understanding our British Values Policy.
- Teaching Assistant training to understand our British value Policy and expectations
- Regular assemblies around anti-bullying, anti-racism, Internet Safety, PREVENT and British values
- All pupils have had Road Safety awareness assemblies
- Foundation Stage pupils now have a daily assembly
- We collect money for charities and disaster appeals
- All school SOW have been adapted with a greater emphasis on e-safety and BV
- E-safety is in every ICT unit

### Next steps:

- Develop school council further
- Gather and evidence work for PSHE
- Workshops from RE specialists, Met Police, TFL, Citizenship
- To have class assemblies focusing on religious festivals
- The PSHE coordinator has introduced a programme of education called Headstart want to equip young people to cope better with difficult circumstances, preventing them from experiencing common mental health problems before they become serious issues. It gives young people the knowledge and skills to cope with periods of depression and anxiety. It is a lottery funded project. We will be delivering an Inset Headstart and 10 children from year 5 and 6 who we believe could benefit from resilience training will be nominated to participate, working with youth practitioners to build confidence and self-esteem.

## SECTION 7 – SEN/Inclusion

### KS2 SATs SEN data 2017

#### Roman Road against Newham school KS2 attainment

	<b>SEN 9 pupils Exp+</b>	<b>SEN 9 pupils GD</b>
<b>R,w,m Roman Road</b>	67%	0%
<b>R,w,m Newham</b>	33%	2%
<b>Reading Roman Road</b>	89%	0%
<b>Reading Newham</b>	43%	9%
<b>Writing RR</b>	78%	22%
<b>Writing Newham</b>	48%	6%
<b>Maths RR</b>	78%	0%
<b>Maths Newham</b>	50%	11%
<b>Grammar RR</b>	67%	11%
<b>Grammar Newham</b>	51%	15%

The attainment of our SEN children for reaching expected attainment is significantly better than other Newham schools

Commentary



- SEN and/or disabilities attain the same high standards of learning as all other pupils. All pupils show a desire to achieve and participate in all aspects of school life.
- We have Inclusion Groups for parents and parents attend and contribute to Pupil Review Meetings.
- We have language groups Attention Autism, Box Clever, Phonics
- The Multidisciplinary Team works effectively with outside agencies which offer additional support for the high number of pupils with needs and this alongside the dedicated school staff ensure a high quality of care
- We have many interventions including Wave 3, ECAR, Colourful Semantics, RLI, dyslexia programme
- Every Child Matters meetings are held termly. They include the SENCO, CP officers and Attendance Leads
- Our Provision Mapping is supported by high quality resources, which enables for the effective deployment of human resources. We hold a complete SEN Register.
- We have developed a tracking system for all pupils on intervention programmes
- Intervention decisions are reviewed termly following Pupil Progress meetings
- We are part of the RLI reading pilot for pupils with Downs Syndrome
- SENCO works closely with outside agencies e.g EP, CNS, LCIS,NHS and we bought in extra speech and Language, school councillor, Dyslexia/dyscalculia services
- CPD for staff - staff are trained when needs arise for particular pupils
- Training for therapy friendly school-ongoing
- Epipen training, epilepsy training
- First Aid training
- Continue to develop pupil's self-esteem and confidence through a range of physical and creative activities
- Support staff involved in planning and evaluation of 1:1 supported pupils
- Care plan in place for pupils with asthma and other medical needs
- Through meeting with teacher/SENCO continue to try to engage parents to participate to help them support their children
- The school SENCO writes 'Case studies' each year to qualify the progress that some SEN children have made and how they have made it, linked to interventions they receive

### **Next Steps**

- The views of the parents and pupils completed and included on support plans
- Transition into school-develop partnerships working with SENCO from cluster schools
- Termly meeting with teachers to discuss pupils with SEN or concerns
- Coordinators to develop criteria for G & T pupils in their areas
- Included in PPM to discuss subject specific needs and support
- School nurse to give sessions on healthy foods/care to parents
- Medical Needs Policy – school to ensure children with medical needs get support they need – policy will also support attendance

## SECTION 8 – Extended School Services and Community.

Uptake for Extended School Services

	<b>Sep – Dec 2015 Sessions attended</b>	<b>Sep – Dec 2016 Sessions attended</b>	<b>Sep – Dec 2017 Sessions attended</b>
<b>Breakfast Club</b>	980	<b>1160</b>	<b>1179</b>
<b>After School Club</b>	630	<b>415</b>	<b>401</b>
<b>Sports clubs (including lunch/after school))</b>	3,780	<b>4,096</b>	<b>4,300</b>
<b>Total</b>	5,390	<b>5,671</b>	<b>5,880</b>

Commentary:

- We run a Toddler Group, to integrate children and prepare them for pre-school setting; and for parents to make links with the school.
- Our Sports Club has capacity for 5,850 sessions which is 150 places after school and 120 places at lunch time. The places cost £1 per session, which is subsidised for pupil premium children. Our sports Clubs offer a range of sports such as football, dance, athletics, handball, tennis and badminton
- Our Breakfast club offers a range of opportunities such as puzzles, reading, home-work support, board games, arts and crafts. The cost of the club is £3 per session
- Our After school club offers a range of opportunities such as cooking, arts and crafts, board games, film, home-work support. The cost of the club is £3.50 until 4.30pm and £7.00 until 6.00pm

### Community

- We have a PTA for events such as the Christmas Bazaar and the Summer Fair
- We hold classes for parents in English
- We visit the local community church for Easter services and carol singing
- We provide Christmas cakes for the homeless shelter
- For Harvest Festival we collect food and distribute to old people's homes
- As part of a Local Authority initiative we are helping to clean up the local green space ('The Greenway')
- We have parents undertaking voluntary placement in school to gain experience with working with children

**Next Steps**

To extend links with community through events and fundraising

To provide more structure to the Extended School timetable of events

## SECTION 9 - Attendance Data 2016 – 17

Attendance September 2016 – July 2017	95.5%
---------------------------------------	-------

**Attendance and Punctuality - Attendance figures for the Year 2016-17 term for children of compulsory school age**

Group	Authorised absences	Unauthorised absences	% Attendance
Sept 2016 – July 2017	3.2%	1.3%	95.5%
<b>Sept 2017 – 27<sup>th</sup> Nov 2017</b>	<b>2.2%</b>	<b>1.1%</b>	<b>96.7%</b>

### Attendance and Punctuality

Group	Authorised absences	Unauthorised absences	% Attend.
Whole School September 2016- July 2017	3.2%	1.3%	95.5%

### Absences

Looking through the data there are three distinct factors which have reduced our overall attendance below our target of 96% these are included in the table below.

Date	Reason	No of missed sessions	%
12 Sep 2016	Eid ul Fitr	229	0.2%
26 <sup>th</sup> June 2017	Eid Ul Ad HA	159	0.13%
20/21 Dec 2016	Last 2 days of term	93	0.08%
	3 children Persistent absence	290	0.25%

Taking the above into consideration the overall attendance figure would be 96.16%

### **EID II Fitr**

Many of our children celebrate Eid. The school continues to open on Eid but many children take it as part of religious observance. As the Eid fell on a Sunday (25.6.2017) many of our children returned to school on 26.6.2017, so this is why the number of sessions was less than in September.

### **Attendance comparisons and trends**

	Attendance
Sep 2010 - Jul 2011	93.8%
Sep 2011 - Jul 2012	94.9%
Sep 2012 - Jul 2013	96%
Sep 2013 – Jul 2014	95.3%
Sep 2014 – Jul 2015	94.8%
Sep 2015 – Jul 2016	95.5%
Sep 2016 – Jul 2017	95.5%

### **Persistent Absence Report**

#### **Pupils with attendance below 90%**

<b>Term</b>	<b>% of students who met absence threshold</b>	<b>No. of students who met absence threshold</b>	<b>No. of students in cohort</b>
Term 1 : (01/09/2016 to 23/10/2016)	14.32	58	405
Term 2 : (29/10/2016 to 20/12/2016)	22.19	89	401
Term 3 : (04/01/2017 to 12/02/2017)	27.3	110	403
Term 4 : (18/02/2017 to 31/03/2017)	24.94	101	405
Term 5 : (18/04/2017 to 28/05/2017)	13.04	54	414
Term 6 : (03/06/2017 to 21/07/2017)	20.73	85	410
All Terms Included : (01/09/2016 to 03/09/2017)	19.2	86	448

**Pupils with attendance below 95%**

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students in cohort
Term 1 : (01/09/2016 to 23/10/2016)	30.86	125	405
Term 2 : (29/10/2016 to 20/12/2016)	43.89	176	401
Term 3 : (04/01/2017 to 12/02/2017)	44.42	179	403
Term 4 : (18/02/2017 to 31/03/2017)	37.28	151	405
Term 5 : (18/04/2017 to 28/05/2017)	25.36	105	414
Term 6 : (03/06/2017 to 21/07/2017)	40	164	410
All Terms Included : (01/09/2016 to 03/09/2017)	45.09	202	448

**Persistent absence**

There are 3 children that have been on the PA list.

- We have met with the parents of these children and explained the procedure for attendance. All the parents signed GP consent forms and the school nurse has met the parents.
- One child has now moved closer to school.
- One child has had family problems and Families First have been involved.
- The last child has recently lost his Maternal Grandmother to Cancer. His mother allows him to have regular days off as and when he complains he is ill.
- All 3 children have been issued with an Official Warning Letter from the Borough and if they have a day off we will start proceedings for a BAPH.

- All three children have 100% attendance so far for 2017-2018

#### Comparative data of Penalty Notice issued

Year	No of PNs Issued
2013-14	28
2014- 15	11
2015 – 16	32
2016 – 17	18

#### Actions to address attendance and punctuality

- Letters / phone calls are now made where attendance is between 80-95%
- The amount of children arriving late for school was 247 and there were 1759 late sessions. A reason for this may be that siblings in Newham are still being allocated different schools due to shortage of vacancies; therefore some parents have to drop off their children to different schools. Local authorities have extended catchment areas and many pupils are now coming from further afield. Also many of the reasons we received was because of traffic/London Transport.
- We have a few ‘persistently’ late pupils which inflate figures. There is a weekly attendance meeting with the DHT and Attendance Officer and office admin representative, to discuss and minute all concerns and agree solutions. We will prioritise and target the parents of ‘persistently late’ pupil
- The class with highest attendance are given the attendance trophy in assembly each week and they can the pitch and the park as a reward for the class

#### Next Steps

- Regular meetings with parents for lates reminding them that Penalty Notices can be given.
- To start the process of BAPH (where borough intervene re low attendance) sooner where attendance is continually low
- To implement holiday request form
- Work with SENCO to discuss poor attendance and referrals to school nurse, in order to find a solutions where medical reasons are behind poor attendance

#### Self-evaluation - Good

## **SECTION 10 – Sports Pupil Premium**

PE lessons are well balanced and inclusive, incorporating FMS (Fundamental Movement Skills) from the Create Development programme.

Lunchtime clubs are used to promote healthy and active life styles as well as to improve behaviour and skills.

Active playgrounds (fun stations set up around the play grounds). Educational markings and games in FS and KS1 playgrounds

Sports Day: Children get the opportunity to develop basic fundamental athletic skills. Competitions are set up between the houses in the school: Red; Blue; Green; Yellow and white.

Swimming: Children will start swimming lessons in Year 5 and swim every week for three terms up to Year 6. This will ensure that children are able to swim the required 25m by the end of Year .

We have two specialist coaches in our school. These coaches provide high quality PE lessons across the school. They also receive high quality CPD training half termly from the borough. CPD have included: team teaching, modelling good practise, outstanding lessons in PE and incorporating Parkour training into lessons.

All children have access to a minimum of two hours PE every week.

During lunch times all children have access to extra health and fitness. Children drive the promotion of healthy and active life styles. The PE prefects (children from year 6) help run the clubs at lunchtime and be responsible for equipment during break times which it is overseen by the specialist coaches.

Our after school clubs provide an extensive amount and range of opportunities for our children.

We received a gold sports mark award from Sainsbury's for our commitment to and the development of competition, school sport and physical education (one of only six schools in the borough to receive this award).

For full details see Sports Premium Policy

PP children now receive after school sports clubs for free and continue to receive free lunchtime clubs daily.



## **SECTION 11 - Pre School Facility**

### **School and staff**

With the introduction of the preschool provision for 2 year old children in February 2015 we now have 6 children attending in the morning session and 2 in the afternoon.

The children have access to a brand new purpose built environment that offers children and their families:

- A rich and varied environment, that enables small children to become independent and confident learners
- Access to a wide range of developmentally appropriate resources and sensory experiences.
- Access to a stimulating outdoor area on a daily basis, with free access whenever possible.
- Staff who are deployed in flexible way in order to meet both the EYFS ratio requirements and the needs of individual children.
- Staff who have up to date knowledge of child development and safeguarding which is used to inform our everyday practice
- A carefully managed transition process that ensures children feel safe, secure and confident when joining preschool and the transition from preschool into our nursery.
- Where we monitor and share with parents the progress children have made and identify where a child is progressing well and where progress is less than expected.

### **Parents/carers and children**

The provision is means tested and provides free funded places for children aged 2 -3 years of age.

We support the children and families attending our Pre-school in the following ways

- We maintain an effective system to carry out the statutory two year old progress check reviewing the child's development with parents to ensure that a clear picture of the child is shared and fully understood
- We make home visits to ensure smooth transition and assessment of child's needs and interests
- We maintaining effective parental engagement through regularly meetings to discuss and share their child's learning and development
- We encourage parents/carers to take part in 'Stay and Play' sessions where parents stay, have fun with their children and become involved with their learning.
- We offer advice and support to parent on how to help their child with early education- encourage reading books, storytelling and singing
- We give advice on how to develop speech and language and the importance of playing with their child.

- We provide guidance through the service of other professionals such as the school nurse, health visitors who give advice on healthy eating and healthy lifestyles, advice on potty training, oral hygiene and speech and language

### **Additional Information**

The Preschool has places for 8 children in the morning. The session times are 8.30-11.30 and 12.15 to 3.15

Pre-school places are funded by LA and there is a criterion which is set by the government.

Parents apply for admission into preschool by completing an expression of interest form which is sent off to the LA who then complete the checking service and let us know if the child is eligible.

### **Assessment in Preschool**

In terms of assessment, once the child has been admitted into our preschool we complete a 2 year old progress check. This is completed within 6-8 weeks of attendance and the information shared with parents. Ongoing observations of the children and discussions with their parents informs our planning and supports assessment judgments in the three prime areas of the EYFS

### **Tracking Progress**

Children in Preschool are assessed and tracked in the 3 Prime areas of the Early Year Development Matter. These are Personal Social and Emotional development, Physical Development and Communication and Language development.

The data below shows the level of progress the children have made since attending preschool from February to July 2015 At our school we consider good progress to be one point per term (3 points over the course of the year.) Children making at least good progress whilst at our preschool.

### **Next Steps**

- To increase the numbers in pre-school by working with local children's centre and child minder link coordinator and advertise our provision within our the local cluster schools
- To develop the role of the new FS coordinator and provide training where required
- To offer parents/carers self-funded sessions
- Network and drop in sessions primarily for local child-minders and signposting to other local childcare providers, including information on local home-based childcare
- To promote Mother and Toddler group

See data in SECTION 2

## **SECTION 12 - Curriculum**

### **Commentary**

- British Values was a focus and all classes made the most of cross curricular opportunities to incorporate BV
- A new PE curriculum has been embedded.
- The new Newham Agreed Syllabus
- Music and PE were taught by subject specialists in most year groups.
- Termly curriculum plans are available on the school website and were given to parents termly.
- We have informed parents of curriculum changes and the higher expectations of the new curriculum via termly curriculum booklets
- ICT resources are being used effectively throughout the curriculum and that ICT is part of everyday learning,
- We have consolidated testing for grammar, spelling and punctuation
- We are now using creative ways to link the use of the school farm to the curriculum (see Science coordinator file)
- Years 2, 3, 4, 5 and 6 are set 3 ways, for Maths and English, in order to deliver a more focussed curriculum to suit individual learning needs.
- We have a new planning format for Foundation subjects –planning to be for a term so that a SOW can be put in place
- A curriculum leaflet goes home to parents and is on website

### **Next Steps**

- The school is working towards the Arts Mark.
- The school are trialling a new Maths SOW in 2017/18
- The school are trialling a new guided reading SOW in 2017/18

**See Teaching and Learning section of SEF**

**See Action plan to improve higher order reading**

## **SECTION 13 – Whole School Next Steps**

### Maths

- Maths co-ordinator to oversee the use of the new Maths SOW across the school.
- Maths lead to receive training and support teachers in using the new SOW, notably to improve teaching and learning for maths ‘Mastery’
- Maths lead to explore additional Maths Schemes of Work.

### Literacy

- Literacy coordinator to develop and track higher attaining readers from end of KS1 to end of KS2.
- Literacy coordinator to implement reading strategies to aid greater percent of higher readers in achieving greater depth and making greater progress between KS1 and KS2.
- Through (for more details see Reading Action plan November 2017) training of teachers to achieve developments in guided reading

### Other areas

- All Leadership to use new Raise on Line format and Fischer Family data to support and identify weaknesses, to aid pupil progress.
- To develop a new kitchen where Design and Technology can be taught. To also be used for After School Club cooking activities.

## SECTION 14 OFSTED 2013

We were required in OFSTED Inspection of January 2013 to improve attainment of 'higher ability' (Level 5+) for reading.

	2013	2014	2015	2016 Greater Depth	2017 Greater Depth
Achieved Level 5+ Reading	42%	69%	35%	22%	18%

See Section 2 for analysis and additional commentary

See Appendix 1 for Reading Action Plan

## SECTION 15 Questionnaire

### Roman Road Primary School Questionnaire for Parents July 2017

**Out of 145 responses Roman Road School**

<b>The Learning Experience</b>	<b>% out of those who expressed a preference</b>
There is range of activities that my child enjoys within the school curriculum.	93.1
The school provides regular homework.	94.9
The school provides my child to be a future citizen of this country.	95.5
<b>Home-School Relationships</b>	
Parents are kept informed of events at school e.g. by newsletter, texts.	99.3
The staff at the school are approachable ie parents know who to go to when they have an issue or need support.	97.1
The school is a welcoming place for parents and carers.	98.6
I am kept informed about how my child is getting on.	97.1
I know how I can help my child at home.	96.5
<b>Making a Contribution</b>	
The school takes account of the views of my child.	96.9
The school helps my child develop the skills and knowledge he or she needs to succeed in the future.	97.3
I am happy with the amount of activities provided for children before and after school	94.4
<b>Relationships with Staff and other Pupils.</b>	
My child is treated fairly.	97.8
The school recognises individual behavioural needs of pupils and supports them, through behavioural plans.	98.4

The school has a Rewards and Consequence system for behaviour that the pupils know and follow.	98.6
The school teaches my child to respect people from different backgrounds, races, religions etc.	100
The school is good at dealing with bullying and racism when it happens.	96.7
<b>Well-Being</b>	
My child feels safe at school and is taught health and safety issues.	<b>97.8</b>
The school encourages my child to take part in sport regularly for exercise.	97.8
My child has a healthy balanced school meal which provides salad and fruit.	99.3
The school helps my child know how to manage his/her feelings	97.7
Roman Road is a good school and I would recommend it to others	97.1

**Appendix Action plan to improve higher order reading**

*Roman Road Primary School – Action Plan 2017-2018*

*Subject: Reading Led by: Ashe Clark*

*Review Date: 2018*

**Summary of Key Objectives: To raise standards for achievement in reading and the proportion of children attaining high levels.**

<b>Target/Objective</b>	<b>Why has this objective been targeted (Evidence)</b>	<b>Strategy  (e.g. CPD ,Training, resources, moderation etc)</b>	<b>Expected Impact ( measurable)</b>	<b>How will impact be measured ( what evidence will be provided</b>	<b>Resources Required (If appropriate)</b>	<b>Evaluation</b>
<b>Increase the proportions of pupils reaching higher levels of attainment in reading</b>	Attainment in reading down compared to writing.  Suggested area to improve by Ofsted.	Set precise targeted learning objectives clearly outlining the specific skill being developed. Provide suitable texts in order to extend pupils’ reading comprehension capabilities: All activities set for independent groups during reading lessons will be carefully targeted at developing specific reading skills. Teaching reading and on how to answer specific questions.	Monitoring GR lessons, 1: 1 etc.  Teachers will be teaching wider reading skills.  Learning walks  Opportunities are in place for children to apply inference and deduction skills in a	Progress data shows improving trend of attainment and progress across the school and all groups of pupils.  % of children will achieve higher levels of reading and good progress made across the school.  Percentage of pupils meeting age-related		



			number of contexts.	expectations is consistently above the national average in all year groups.		
<b>To encourage a love of reading for pleasure.</b>	<p>To help children achieve more across the whole curriculum.</p> <p>To cultivate a reading culture.</p>	<p>Make books available at playtimes in the playground. Set up a children's book club (KS2)</p> <p>Time tabled visits to the school's library by each class once a week.</p> <p>Local Library visits by KS1 Create an opportunity for every child in each class to take turns to read aloud to the rest of their class for at least 10 minutes each day.</p>	<p>Set a half termly challenge of books to read in each year group.</p> <p>Chart a list of children who have read a fiction or nonfiction text of their choice to the rest of the class. Carry out a survey of what children think about reading for pleasure opportunities provided.</p>	<p>Children will be able to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.</p> <p>Children will develop an appreciation and love of reading, and will gain knowledge across the curriculum.</p> <p>Pupils will be reading a wider range of texts.</p> <p>Teacher will be able to assess individual children's fluency.</p>		
<b>To further develop the quality of teaching Guided Reading</b>	To ensure that practice matches expectations and areas of weaknesses/gaps in learning are	<p>Introduction of Reciprocal Guided Reading Scheme from Year 3 to Year 6</p> <p>Monitoring GR planning.</p>	<p>Teachers will plan and deliver high quality GR sessions.</p> <p>All guided</p>	% of children achieving at age expected standard and above by the end of the academic year.	Management time to monitor and support staff.	

<b>across KS2.</b>	addressed.	<p>Informally observe GR sessions.</p> <p>Scrutinise children's GR workbooks.</p> <p>Support children in Years 3 and 4 with fluency.</p> <p>Support teachers during whole class and guided reading sessions, through CPD - staff meetings, informal observations and sharing/modelling best practice.</p>	<p>reading sessions (informally) observed will be at least good or better.</p> <p>Teachers are highly effective in teaching reading.</p>	<p>Children's progress in termly reading comprehension tests.</p> <p>Reading skills will be greatly improved and there will be a more consistent and effective approach to the teaching of reading strategies.</p> <p>Children will be able to read fluently and accurately so that they are able to concentrate on comprehension after reading.</p>		
<b>To forge stronger home/school links.</b>	<p>Poor response in children's home reading journals.</p> <p>To actively involve parents in their children's reading.</p>	<p>Create different opportunities for parents to be actively involved in their children's reading.</p> <p>Continue to run KS1, Lower KS2 and Upper KS2 reading workshops for parents.</p> <p>Encourage parents to read with their child/children for at least 10 minutes each day.</p> <p>Support/provide parents with</p>	<p>Monitor children's home reading journal.</p> <p>Good number of Parents will attend reading workshops.</p>	<p>Parent survey – which will show an increased number of Parents confidently supporting their children at home.</p> <p>% of parents/carer will regularly make comments about their child/children's reading in their child's reading journal.</p> <p>Parents/carer will</p>		

		<p>examples of open ending higher order questions that they can use at home to support their child/children.</p> <p>Home reading journals given as a link to home.</p> <p>Children's reading targets attached to their reading journals and letters sent home to parents to make them aware of targets.</p>		<p>have a better understanding of how to support their child/children at home.</p> <p>The standard of reading across the school will improve.</p> <p>Children will have personalisation and choice with regards to reading.</p>		
<p><b>To set focused and specific reading targets.</b></p>	<p>To ensure that key skills in reading are being taught to enable children develop good decoding, fluency and comprehension skills.</p>	<p>Set progression targets (<b>emerging, expected and exceeding</b>) in Word Reading and Comprehension based on 2014 National Curriculum.</p> <p>Targets will be based on specific comprehension skills: understanding and retrieval, inference and deduction.</p> <p>Daily Guided reading session</p> <p>Basic reading skills – decoding/phonics will be</p>	<p>In KS1 children will be assessed half termly and grouped appropriately.</p> <p>Monitor guided reading plans and observe teacher's focus group to ensure specific strategies are being taught.</p>	<p>Children are aware of their reading targets and what they need to do to achieve them, resulting in good or better rates of progress.</p> <p>Most children will achieve their targets and are able to automatically use strategies taught to improve their reading comprehension. 90% of children can decode to read</p>		

		<p>taught systematically in KS1 and to children in KS2 who are new to English or are not yet able to decode to read.</p> <p>Create CPD meetings with teachers to make aims of targets clear to teachers and how to assess and record children's progress.</p>	<p>Teachers will be aware of specific strategies to teach children to help overcome barriers to comprehension. Monitor RWI session and 1:1 reading sessions.</p>	<p>unfamiliar words.</p> <p>Reading comprehension termly assessment.</p>		
<p><b>To further develop a clear and consistent system for assessing reading.</b></p>	<p>To be able to identify difficulties early on so that well-matched and timely support and intervention could be provided.</p>	<p>Data is analysed half- termly and children who are not on track are identified. Intervention strategies are put in place.</p> <p>Moderation meetings to monitor the quality of assessment and impact on pupil progress.</p> <p>Carry out a pupil voice activity to gain feedback on pupils' experiences in the classroom.</p>	<p>Teachers will be able to use a consistent model for assessing and tracking progress.</p> <p>All staff understand assessment system tracking and can identify trends / next steps.</p>	<p>Children are aware of next step learning targets in reading and what they need to do to achieve them, resulting in good or better rates of progress.</p>		

